

COMMUNICATION

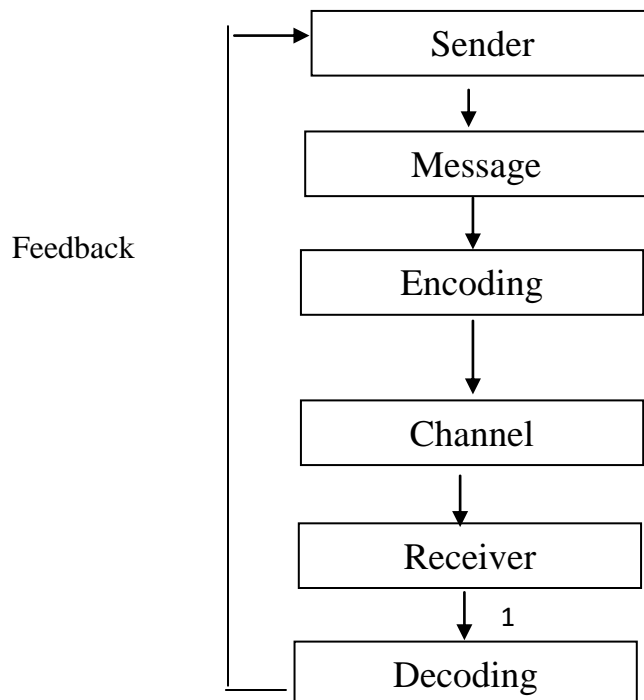
Communication is the act of conceiving, expressing, conveying, interpreting and storing ideas, feelings or information. Communication is the process of sending and receiving of information and can be one-on-one or between groups of people, and can be face to face or through communication devices. Also, it is the process of exchanging information, ideas, thoughts, feelings and emotions through speaking, signals and writing. In addition, communication is any means by which a thought is transmitted from one person to another. Communication is not just the giving of information; it is the giving of understandable information as well as receiving and understanding the message.

Communication requires a sender, the person who initiates communication, to transfer the thought or encode the message. This message is sent to the receiver, a person who receives the message, and finally, the receiver must decode, or interpret the message.

ELEMENTS OF COMMUNICATION

In the communication process, a sender (encoder) encodes a message and then using a medium/channel sends it to the receiver (decoder) who decodes the message and after processing the information, sends back appropriate feedback/reply using a medium/channel.

1. Sender/source
2. Message (planned, prepared)
3. Encoding
4. Channel/medium
5. Receiver
6. Decoding
7. Feedback/reply



TYPES OF COMMUNICATION

1. Verbal communication
2. No-verbal communication
3. Visual communication

Verbal Communication through the use of words, which may be:

- A. Oral (human organs to produce sounds), it is one of the most common type, often used during presentations, video conference, phone, meetings and one-on-one conversations.
- B. Written (with hands), it is the act of writing, typing, printing letters and numbers to convey information. It is helpful because it provides a record of information for reference. Writing is commonly used to provide information through books, pamphlets, blogs, letters emails, chats and memos.

Verbal Communication: Oral, written and non-verbal communication can be used in:

- i. Intra-personal communication
- ii. Inter-personal communication (Camp and Satterwhite, 2002).

Intra-personal Communication: is defined as the communication with one's self, and that may include self talk, acts of imagination and even recall memory (McLean, 2005). Intra-personal communication comes in the form of communicating via deliberate thinking, monologue, or soliloquy.

- Information transfer within an individual
- Though/ideas are first weighed before transmission to another.
- Helps in the selection of appropriate form and content.

Inter-personal Communication:

Inter-personal communication is characterized by dialogue or conversation between or among two or more interlocutors (speakers) or a speaker and some participants that are necessary active speakers in the oral presentation process.

- Involves exchange of ideas between two or more people.
- Signs of exchange (e.g. dialogue, discussion, etc.) could be observed
- It involves information, ideas and feelings being exchange between two or more people.

Steps to Take to Develop Verbal Communication

- a. **Be confident:** be confident when speaking so that your ideas are clear and easy for others to understand.
- b. **Avoid filler words:** Using filler words, it can be tempting especially during presentation, to use filler words such as “am” “like” “like”.

Steps to take to develop written communication skills:

- a. Strive for simplicity: written communication should be as simple and clear as possible.
- b. Take time to review your written communication: Set time aside to re-read your write up, because you can identify mistakes.

Non-Verbal Communication: Is the use of body language, gestures and facial expressions to convey information to others. Non-verbal communication is helpful when trying to understand other's thoughts and feelings.

Visual Communication: is the use of visual elements such as images, colours, drawings, charts, shapes, diagrams, maps and photographs to convey information and ideas.

Exercise

1. The following are channels of communication except
 - (a) Sender
 - (b) Channel
 - (c) Flashback
 - (d) Receiver
2. Communication that is characterized by soliloquy or monologue is termed
 - (a) Non-verbal communication
 - (b) Intra-personal communication
 - (c) Inter-personal communication
 - (d) Group communication
3. Communication that involves the use of gestures and facial expression is termed
 - (a) Non-verbal communication
 - (b) Inter-personal communication
 - (c) Verbal communication
 - (d) Dialogue communication

LANGUAGE SKILLS

Basically there are four language skills that enable a person to communicate orally or in writing in English. These include:

1. Listening,
2. Speaking,
3. Reading and
4. Writing.

Listening: is a skill to all effective communication. Listening is defined as the process of receiving, constructing meaning from and responding to spoken/non-verbal messages. Listening is to give one's attention to sound.

Listening and Hearing: listening is not the same as hearing.

Hearing	Listening
<ul style="list-style-type: none">• Hearing is a natural and passive process which requires little or no conscious effort.• Hearing requires less energy.	<ul style="list-style-type: none">• Listening is an active, deliberate and conscious process.• Listening requires energy.

BASIC STEPS IN LISTENING

- i. **Hearing:** hearing is the first steps in listening. You can only listen if you can hear. The most vital tool in listening is therefore sound hearing, or sound airwaves.
- ii. **Understanding:** for effective listening to take place, the listener must clearly understand the exact meaning of what the speaker is trying to say.
- iii. **Judging:** this takes place after you have heard and understand what the speaker has said. This is when you ascertain whether or not what you heard makes sense or not.

GOALS OF LISTENING

- i. Understanding ideas.
- ii. Retain main information: this involves focusing on the messages and then making sure that what you heard is retained.

Types of Listening

1. **Active listening:** involves engaging all your senses, attitudes, thoughts, feelings and intentions in the communication process. When you listen with a purpose, you are engaged in active listening.
2. **Passive listening:** in passive listening, you have little or no personal involvement in the communication process. Passive listening occurs when you are present to a discussion but not really paying attention. Passive listening is little more than hearing.

Active and Passive Listening

Active Listening	Passive Listening
<ul style="list-style-type: none">• Involves reacting while listening in order to emphasize understanding.• Involves questions and feedback• Involves non-verbal like nodding.	<ul style="list-style-type: none">• No reaction involved• No feedback• May not involve non-verbal cues.

Impediments to effective Listening

1. Speed of speech
2. The level of listeners vocabulary
3. Lack of repetition: when the speaker does not repeat some key expressions
4. Lack of concentration.

LISTENING ENABING SKILLS

- i. Functioning ears
- ii. Concentration
- iii. Ability to note important signposts that keep the listening artistry going.
- iv. Relationship: your ability to relate or connect what was said before with what the speaker is saying now. E.g.
“I have said before” “in other words”.

Factors Affecting comprehension in Listening

1. Not being familiar with the topic
2. Lack of concentration
3. Limited language and vocabulary of the subject matter
4. Inability to think deeply
5. Inability to interpret cues.

How to Take Notes from lectures

1. Listen carefully to the lecture
2. Understand the point made
3. Put down the summary of the main lecture

Use abbreviation where necessary and possible, as i.e. b/4, etc. esp, btw, find more or even yours.

SPEAKING

Speaking: Is a process of constructing meaningful sound. Speaking skills are the skills that give us the ability to communicate effectively.

BASIC SPEAKING SKILLS

Clarity: To be a good speaker you need to be able to express your ideas clearly. You should avoid trying to impress by using complicated words.

Accuracy: Make sure that the words you use say exactly what you mean, therefore, you need a reasonably wide vocabulary so that you can choose words with precise meanings to suit your purpose. You should research your subject thoroughly and ensure that any authorities you quote are reliable.

Empathy: Always try to be friendly. However, angry you feel, try to control your emotions and atleast remain calm.

Sincerity: This means being natural.

Relaxation: Try taking a deep breath, this may help you to relax.

Eye contact:

Appearance

Posture: Good posture is also important. It is the position in which you hold your body when standing or sitting.

READING

Reading: is the process of looking at written symbols and letters and understand their meaning. Reading involves a close relationship between the writer, who encodes a message, and the reader, who decodes the message. It is the ability for someone to interact with a text and take in the words. In addition, reading is the process of ascribing meaning to graphic symbols. Reading involves mechanical response to graphic symbols and accurate interpretation of the stream of graphic symbols.

Types of Reading Techniques

1. Skimming
 2. Scanning
 3. Intensive reading
 4. Extensive reading.
1. **Skimming:** means going through the text to grasp general idea. Skimming involve the act of looking at quickly in order to have a general idea. The purpose of skimming is to identify information in its broad form quickly.
 2. **Scanning:** is the act of reading rapidly in order to find specific facts. To scan in reading is to look for a specific point or information discussed in a text.
Skimming: is a rapid reading in order to get general overview of the text or material, while
Scanning: is also a rapid reading in order to get specific idea or facts in the text.
 3. **Intensive Reading:** mean a reading in which the material has to be read carefully and thoroughly to get specific details. It also refers to in-depth or concentrated reading.
 4. **Extensive Reading:** Exposes readers to the general knowledge and understanding of materials being read. It is a reading that seeks to cover large quantity of a text usually with the aim of grasping a general understanding of the book.

Most people read for the following reasons:

- i. To obtain information
- ii. To acquire new knowledge or new skills.
- iii. To drive pleasure from new experiences

Techniques in Study Reading

1. Survey
2. Question
3. Read
4. Recall
5. Review

Reading Impediments

1. **Voicing:** also called vocalization, is when readers move their lips in their attempt to pronounce the words while reading.
2. **Pointing to words:** using fingers to point at words while reading
3. Head movement:
4. **Wandering:** it is bad to wander front and back while reading. This reduces speed and hinders efficient reading.

5. **Erratic stops:** poor reader pause and stop not in accordance with punctuation marks.
6. **Writing:** refers to the ability to convey one's thoughts, feelings, information, ideas, or any message through a well-constructed text.

STEPS FOR WRITING

1. Prewriting and planning
2. Writing
3. Revising
4. Editing and proof reading
5. Publishing

Exercise

Choose the correct answer from letter A – D

1. Reading and listening are the
(a) Reading language skills (b) Communicative skill
(c) Receptive language skills (d) Effective language skills
2. The act of rapidly reading a text to grasp a specific idea is technically called
(a) Scanning (b) Skimming (c) Intensive reading
(d) Extensive reading
3. A reading that covers large quantity of a text with the aim of grasping general understanding of the book is termed
(a) Skimming (b) Extensive reading (c) Intensive reading
(d) Focused reading
4. Below are the basic language skills except
(a) Reading (b) Scanning (c) Speaking (d) Writing
5. A rapid reading of a text to grasp general idea or information in its broad is called
(a) Intensive reading (b) Skimming (c) Scanning
(d) Extensive reading.

SENTENCE CONSTRUCTION

Sentence is a group of words that makes complete sense. Sentence is a set of words that are put together to mean something. Sentence is defined as an assembly of words expressed in proper form and arranged in proper order and coming to make a complete sense.

Sentence is the highest unit of grammar and it can be made up of one or more clauses. Every sentence necessarily contains a finite verb, as it expresses complete thought.

SENTENCE TYPES ACCORDING TO STRUCTURE

1. Simple sentence
2. Compound sentence
3. Complex sentence
4. Compound-complex sentence

Simple sentence: Contains one independent clause; or one main clause.

1. Umar went out.
2. Shehu joined army last two years.
3. James travelled to Abuja.

Compound sentence: This is a sentence that contains two independent clauses that are joined together by co-ordinating conjunction. Each of the clauses can stand on its own. Co-ordinating conjunctions such as: and, but, or, yet.

Examples:

1. He promise to visit us but he has not come.
2. I visited my friend and he gave me some money.
3. She cooked lunch, or she went out to the restaurant.

Complex sentence: this sentence contains one main idea and one or more subordinate clauses. It is made up of one independent clause and one or more subordinate clauses. Subordinate clause is usually introduced by relative pronoun or subordinate conjunction (as, because, since, after, although, when while). Example

1. She left because she was annoyed.
2. I saw him when he was coming.
3. If it rains, I shall stay at home.

Compound complex sentence: Contain two independent clauses and one or more dependent clause. Examples.

1. When I was sleeping, a thief entered my house, and he stole my handset.
2. As soon as it starts raining, farmers begin to plant and they always hope that the rain will come regularly.

SENTENCE TYPES ACCORDING TO FUNCTIONS

1. Declarative sentence
2. Interrogative sentence
3. Imperative sentence
4. Exclamatory sentence.

Declarative sentence: This is a sentence that makes a statement and provide information. Examples:

1. My sister is a teacher.
2. Green is my favourite colour.
3. The students submitted their assignment.

Interrogative sentences: Is a sentence that asks question. Interrogative sentences end with a question mark (?). examples:

1. Where did you buy your watch?
2. Which one do you need?
3. Whose book is this?

Imperative sentence: These sentences give a command or makes request. Example:

1. Go and release the man immediately. (Command)
2. Ibrahim, please give me your pen. (request)
3. Close the door.

Exclamatory sentence: This sentence is used to express surprise, strong feelings, and wonder. Exclamatory sentences usually end with exclamatory marks (!). Examples:

1. Alas, he is head!
2. You did a really good job!
3. Oh, that is sad story!

Exercise

From the option letter A – D, in each case, choose the one that best answers the respective questions as follows:

1. A sentence of four clauses in which two of the clauses can separately make meaning but the other two may not stand alone and make meaning is called.
(a) Compound sentence (b) Complex sentence
(c) Compound complex sentence (d) Simple sentence
2. Peter doesn't like signing group; he won't come with us to hear the new song.
(a) Simple sentence (b) Compound sentence
(c) Compound complex sentence (d) Complex sentence
3. "Madam Blessing ate biscuit and drank a cup of tea"
(a) Compound sentence (b) Complex sentence
(c) Simple sentence (d) Compound complex sentence
4. Maryam attended the lesson
(a) Compound sentence (b) Simple sentence
(c) Complex sentence (d) Compound complex sentence
5. A sentence that used to ask question is termed
(a) Exclamatory sentence (b) Interrogative sentence
(c) Declarative sentence (d) Imperative sentence
6. A sentence that provide statement and information is termed
(a) Interrogative sentence (b) Declarative sentence
(c) Complex sentence (d) Exclamatory sentence

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- Morley, G.D., (2000). Syntax in Functional Grammar. London/New York: Continuum.

OUTLINES AND PARAGRAPHS

Outline: Is a direct and clear map of your write up. It shows what each paragraph contains, it shows what each paragraph contains, in what order paragraphs will appear, and how all the points fit together as a whole.

How to make an outline?

- i. Introduction: Thesis statement
- ii. Body paragraph 1: Topic sentence
Supporting idea
Supporting idea
Supporting idea
- iii. Body paragraph 2: Topic sentence
Supporting idea
Supporting idea
Supporting idea
- iv. Body paragraph 3: Topic sentence
Supporting idea
Supporting idea
Supporting idea
- v. Conclusion

PARAGRAPH

Kolin, (2013). Posits that paragraph is a group of related sentences arranged in a logical order supplying readers with detailed, appropriate information on a single topic. Also, paragraph is a process of writing self-contained unit on a particular idea or topic. It is series of sentences that are organized and coherent, and are all related to a single one main idea; all examples, details and illustrations relate to that single topic sentence. In addition, paragraph is a unit of thought around main idea; all examples, details and illustrations must be directly related to that one idea.

Elements of a Paragraph

1. Topic sentence
2. Supporting sentence
3. Concluding sentence
- 1. Topic sentence:** Is technically called (direction). The topic sentence contains the main idea that the author wants to express, it is often located at the beginning of the paragraph.

2. **Supporting sentence:** All sentence in paragraph should support the topic sentence. Combination of details, examples and quotations can be used to illustrate your ideas and support the topic sentence.
3. **Concluding sentence:** Is usually the last sentence of the paragraph that summarizes the main idea of the paragraph.

Three (3) major qualities of effective paragraphs:

1. Unity
2. Coherence
3. Completeness.

1. **Unity:** Is what we called singleness of purpose or technically called unity. All example, details and illustrations must be directly related to that one idea. A unified paragraph sticks to topic without wandering.
2. **Coherence:** Is a smooth progression from sentence one idea to another. You can achieve coherence in three (3) basic ways:
 - i. By arranging your material logically
 - ii. By using appropriate transitional words and phrases to link sentences, and ideas (such as first, second, third, therefore etc).
 - iii. By maintaining the consistency of tone and point of view throughout your material or ideas.

3. Completeness

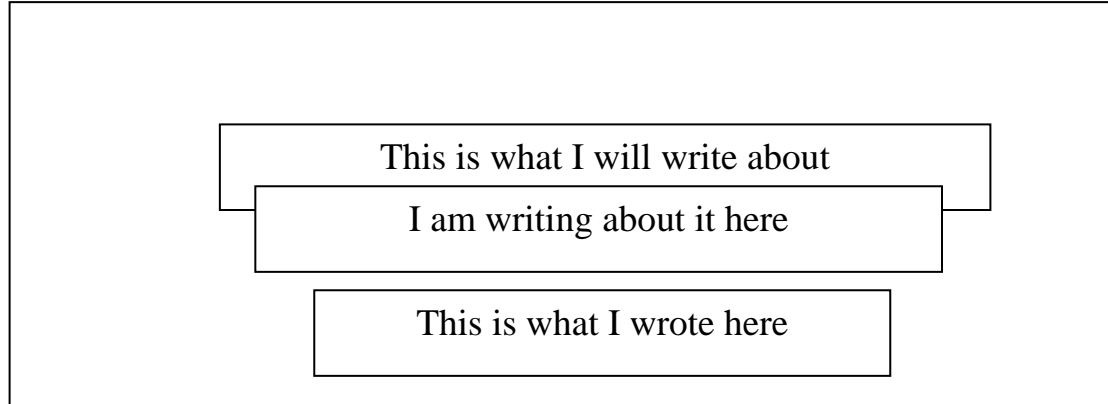
A complete paragraph provides readers with sufficient information to clarify, analyze, support, defend, or prove the central idea expressed in the topic sentence. The reader feels satisfied that the writer has given necessary details.

Examples of Good Paragraphs

The body of an insect consists of three main part: the head, the thorax, and the abdomen. The head contains the insect's brain, eyes and mouth. It also carries the antenna. The thorax is the central part of the body. It bears the legs and wings. There are three pairs of legs and two pairs of wings. The insect's abdomen contains its digestive and reproductive organs.

Yankari Game reserve is an amazing place to visit, it is a place known for its scenic beauty. Also, Yankari Game Reserve offers a range of adventure activities for the visitors. In addition, you get to visit exotic places within the area. These features make Yankari Game Reserve a truly amazing place well worth a visit.

The beginning in English writing introduces the topic (or subject) of the paragraph/passage, the middle talks about the topic, and the end says what the paragraph/passage was about. This is represented diagrammatically as follows:



Boardman & Frydemberg (2008).

Three guidelines for writing good paragraphs

Kolin (2013) identifies three guidelines for writing good paragraph

- (a) Make sure you provide a topic sentence
- (b) Put your topic sentence first
- (c) Be sure your topic sentences is focused and discusses only one central idea.

Qualities of Effective Paragraph

- 1. Unity
- 2. Coherence
- 3. Completeness

Techniques of paragraph development

- (a) Paragraph development by using facts
- (b) By using examples
- (c) By using incidents
- (d) By using comparison (e.g. the eye and the camera)
- (e) By using contrast (e.g. between a village and a city).

Example of a good paragraph:

Trees are useful to us. They clean the air around us. On a hot day, they give us shade. We can use their wood to build our homes and we can cook food with firewood. Trees also helps to keep the environment fresh. They provide us oxygen.

Exercise

1. An effective paragraph support the following three qualities: (i) Unity, (ii) Coherence, (iii) Completeness
(a) True (b) False
2. Below involves the elements of a paragraph except
(a) Topic sentence (b) Introduction sentence
(b) (c) Supporting sentence (d) Concluding sentence
3. A smooth progression from one sentence to another is technically called
(a) Unity (b) Completeness (c) progression (d) Coherence
4. Details explanation, examples and illustrations that support the topic sentence is termed
(a) Supporting sentences (b) Concluding sentence
(c) Additional information (d) Topic sentence
5. Singleness of purpose in writing a paragraph is technically termed as
(a) Coherence (b) Point of view (c) Development (d) Unity

ESSAY WRITING SKILLS

An essay is a focused piece of writing designed to inform or persuade. It expresses one's personal ideas or opinions. There are four types of essay as follow: narrative essay, expository essay, descriptive essay and argumentative essay.

The success of an essay or any piece of writing depends on the effective organization of its parts, words, sentences and paragraphs. The three major qualities of efficient organization are:

- i. Unity
 - ii. Coherence
 - iii. Development
- i. **Unity:** Singleness of purpose or unity is one essential quality of a good paragraph and good writing. All examples, details and illustration must be directly related to that one idea. The sentence in a paragraph which expresses the controlling idea (usually the first sentence) is called the topic sentence.
 - ii. **Coherence:** Smooth progression of thought from sentence to sentence, from paragraph to paragraph and from one idea to the other, it is an essential element of good writing. You can achieve coherence in three basic ways:
 - By arranging your material logically.
 - By using appropriate transitional words and phrases to link sentences, paragraphs and ideas.
 - By maintaining consistency of tone and point of view throughout your material.
 - iii. **Paragraph Development:** A good paragraph only sticks to one subject and develops it sufficiently to create a rounded and reasonably complete picture for the reader. Paragraph development developed when it describes, explains and support the topic sentence. A good paragraph contains atleast four sentences which explain and elaborate on the topic sentence.

GOOD WRITTER

- Establish the aim
- Consider the reader
- Devise the structure
- Draft the text, edit and revise

PRE-REQUISITES OF GOOD WRITING

- Self awareness
- Target audience or reader
- Theme
- Subject

GRAMMAR POINTS

Subject-verb agreement

Correct word class

Verb tense consistency

STYLE OF WRITING

- Avoid use of slang words
- Stay away from the use of symbols (such as ampersands (&))
- Dashes are generally use for emphasis

TYPES OF ESSAY WRITING

1. **Narrative essay:** Is an account of an event, incidence or a story which the writer is narrating. It may be fiction or imaginary or non-fiction or real life i.e. true account of what really happened.

The outline of a narrative essay

- i. Title
- ii. Introduction
- iii. Body of the story-paragraphs
- iv. Conclusion
- v. Writer's name

2. **Expository Essay:** Is one in which the writer is expected to expose or explain a given topic. Example, students may be asked on how to prepare a particular meal.

Expository Essay has the following outline:

- i. Title
- ii. Introduction
- iii. Body of the essay
- iv. Conclusion

- 3. Argumentative Essay:** Is an essay in which you are expected to argue logically by outlining your points either in support or against a given topic. Its primary aim is to convince the audience or readers.

Argumentative essay has the following outlines:

- i. Greeting should be done moderately
- ii. Introduction
- iii. Body of the argument
- iv. Conclusion

An argumentative essay is usually required in question like.

Question: You have been invited to a debating competition to speak FOR or AGAINST the topic: Civilian Regime is better than Military Regime

- 4. Descriptive Essay:** Requires you to describe an event or scene. It requires you to be able to vividly describe events so that those who did not see or experience them will feel really involved in the description. Present tense should be used if you are asked to describe a person, animal or place.

Descriptive essay has the following outlines:

- i. Topic
- ii. Introduction
- iii. Body
- iv. Conclusion
- v. Name of the writer.

Exercise

Choose the appropriate answer that best answers the following questions from letter A – D

1. An essay in which you are anticipated to explain and expose a give topic is known as
 - (a) Argumentative essay
 - (b) Narrative essay
 - (c) Descriptive essay
 - (d) Expository essay
2. All essays should incorporate the following outlines except
 - (a) Introduction
 - (b) Address
 - (c) Body
 - (d) Conclusion
3. A good essay contains the following qualities of organization with exception of
 - (a) Good description
 - (b) Unity
 - (c) Development
 - (d) Coherence
4. A type of essay in which you give a story of an events or incidence is termed
 - (a) Descriptive essay
 - (b) Narrative essay
 - (c) Expository essay
 - (d) Argumentative essay

CONPREHENSION

Comprehension passage is meant to test the person's ability to read and understand a passage and analyze correctly the various parts of the passage.

Comprehension is meant to test a person in four (4) areas. These are:

- A. Test for word replacement
- B. Test for ability to identify figures of speech
- C. Test for identification of grammatical structures i.e.
 - i. Grammatical names
 - ii. Grammatical functions
- D. Test for understanding of comprehension passage.

- A. **Test for word replacement:** requires a person to be able to replace an underlined word or phrase in the comprehensive passage with another word or phrase that can appropriately replace it, and that means the same thing as the word underlined.

Synonym: means sameness in meaning or nearly the same as another word.

Example:

Huge – vast

Amazement – Astonishment

Actual – real

Assemble – Gather

e.g. the mountains are greatly huge – vast

Antonyms: are words that are opposite in meaning. Examples:

Ability - Disability

Known - Unknown

Happiness - Sadness

Homophones: are words that are pronounced alike but different meaning and spelling. Examples:

Ate - Eight

Check - Cheque

Fool - Full

Hole - Whole

Homonyms: are words that have the same spelling and the same pronunciation but different in meaning. Examples:

Date - Date

Fast - Fast

Well - Well

Sentence - Sentence

- B. **Ability to identify figures of speech:** figures of speech are an integral part of language which help the writers to express their views logically and making their expression very imaginative.

- i. **Simile:** Is a figure of speech in which comparison is made between two different things using as or like. Examples:
 - He fought as bravely as a lion.
 - The boy climbs like a monkey.
- ii. **Metaphor:** It involves direct comparison in which the qualities or attributes of one object or person are directly compare with that another without the use of as or like. Examples:
 - The woman speaks too much, she is a parrot.
 - The boy likes jumping, he is a monkey.
- iii. **Personification:** Is a figure of speech in which human qualities or attributes are given to inanimate objects. Example:
 - As soon as the clouds began to move, we knew that the smiling sun would soon disappear leaving the heavens to weep dropping tears.
- iv. **Hyperbole:** is a figure of speech in which over statement is made. It is known as exaggeration. Examples:
 - I called him one hundred times but he did not reply
 - I am so thirsty that I can drink a drum of water.
- v. **Euphemism:** Expressing a very harsh experience through a mild or simple statement. Examples:
 - The lady finally kicked the bucked (died)
 - Pregnancy termination instead of abortion.
- vi. **Metonymy:** an object or item closely associated with an office or position is used to represent that office or position. Example:
 - The crown invited every participant to banquet
- vii. **Irony:** expressing the opposite of what the speaker or writer actually means. Example:
 - James is the tallest boy in the class (where as he is the shortest).

C. Test for Identification of Grammatical structures:

a. Grammatical names:

- | | |
|---------------------|--|
| - Noun phrase | - Noun clause |
| - Adjectival phrase | - Adjectival clause or relative clause |
| - Adverbial phrase | - Adverbial clause |

GRAMMATICAL FUNCTIONS

Functions of Noun Phrase

1. Subject of the verb
2. Object of the verb
3. Subject complement
4. Complement of preposition

1. **Subject of the Verb:** when the noun phrase occupies the first position in the sentence, it functions as subject of the verb. Example:
 - The beautiful leaves blow air every day.
2. **Object of Verb:** when a noun phrase come after verb in the sentence, it functions as object of the verb. Example
 - Aisha received an award of excellence.
3. **Subject Complement:** When the noun phrase is the same thing of person as the subject, it functions as subject complement. Example:
 - My brother was the speaker at the occasion.
4. **Complement of Preposition:** Is when a noun phrase comes after the preposition in the sentence, it function as complement of preposition. Example:
 - The boy ran to the garden.

Functions of Noun Clause

1. **Subject of the verb:** Example:
 - What they were planning is very good
2. **Object of the verb:** Example:
 - He received what I sent him: object of the verb “received”
3. **Subject complement:** Example:
 - Knowledge is what we need: complement of the subject. “knowledge”
4. **Object complement:** Example:
 - The man told his friends how he survived in the accident: function as complement of the object “his friends”.
5. **Complement of Preposition:** Example:
 - This book is written for whoever want to pass function as complement of preposition “for”

Grammatical Name: phrase

1. **Noun phrase:** in a noun phrase, the head word must be a noun or pronoun. E.g. the man
2. **Adjectival phrase:** perform the grammatical function of qualifying a noun. E.g. the man standing at the gate is my father.
3. **Adverbial Phrase:** It modifies the verb in the main clause, it shows time, place, manner, frequency, degree or result. E.g. I put the food on the table.

Grammatical Name: Clause

1. **Noun Clause:** It performs the function of a noun in the sentence. E.g. What the man did is good.
2. **Adjectival Clause:** perform the grammatical function of qualifying a noun in the sentence. They are also called Relative Clause. E.g.

- The man who stole the money has been caught.
- 3. **Adverbial Clause:** It modifies a verb, adverb or adjective. E.g. when I woke up, it was raining. (adverbial clause of time).

D-test for understanding of comprehension passage.

How to answer questions on comprehension passage

- i. Answers should be presented in simple sentences
- ii. Where only one answer is required, you should provide only one answer.
- iii. Avoid making unnecessary grammatical or spelling mistakes.
- iv. A one – word answer must be correctly spelt.

Level of Comprehension

- 1. Literal comprehension
 - 2. Inferential comprehension
 - 3. Evaluative comprehension
1. **Literal Comprehension:** is simply what the text or passage says. It is what actually happens in the story. This is very important level of understanding because it provides the foundation for comprehension.
 2. **Inferential comprehension:** Involves determining what the text means. You start with the stated information. This information is then used to determine deeper meaning that is not explicitly stated. Inferential meaning requires you to think about the text and draw a conclusion.
 3. **Evaluative Comprehension:** is what the text is telling us about the world outside the story. Reader, must analyze what they have read, then they must form an opinion based on the information.

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